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AUTHOR Heslop, Louise A.
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ABSTRACT

This publication contains consumer education learning activities for preschoolers. The activities are self-contained. Topics include: coin recognition, price, and other money activities; jobs, work, and occupations; needs and wants; goods and services; stores and shopping; where goods come from--production; nutrition; hazardous products; energy; advertising; and general activities. Concepts, materials needed, and teaching procedures are discussed for each activity. Students are involved in many different kinds of activities. For example, they play money bingo, learn to match coins with their numerical and printed symbols, make a mural of people involved in different types of work, set up a grocery store, sing songs, and sort and classify pictures of food. (Author/RM)

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CONSUMER EDUCATION FOR THE YOUNG CHILD

VOLUME 3: AN ACTIVITIES HANDBOOK

Project Director: Dr. Louise A. Heslop

Research Associates: Lauri Drynan
Judy Hibbard

Prepared for: Consumer Information Centre, Ontario Ministry of Consumer and Commercial Relations

January 1981

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SP 013 646

Authors' Note

In using materials such as in this book the authors would like to encourage teachers to modify stories, poems, songs, etc. in order to promote nutritious eating habits and non-sexist role portrayals, as well as wise consumer practices.

Many of the ideas for material in this book come from references listed in Volume 2 of this series.

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Money Die

Concepts: - coin recognition and identification

Materials:
- small, plain square box
- coins
- piggy bank
- on each side of the box, write an amount of money (i.e. 1¢, 5¢, 10¢, 15¢, 25¢, 30¢)

Procedure: to make a "money die"

- have the children take turns rolling the die
- have the coins piled in the center of the play area
- when the child rolls the die, he/she must select the right coin(s) from the money pile, then place it in the piggy bank

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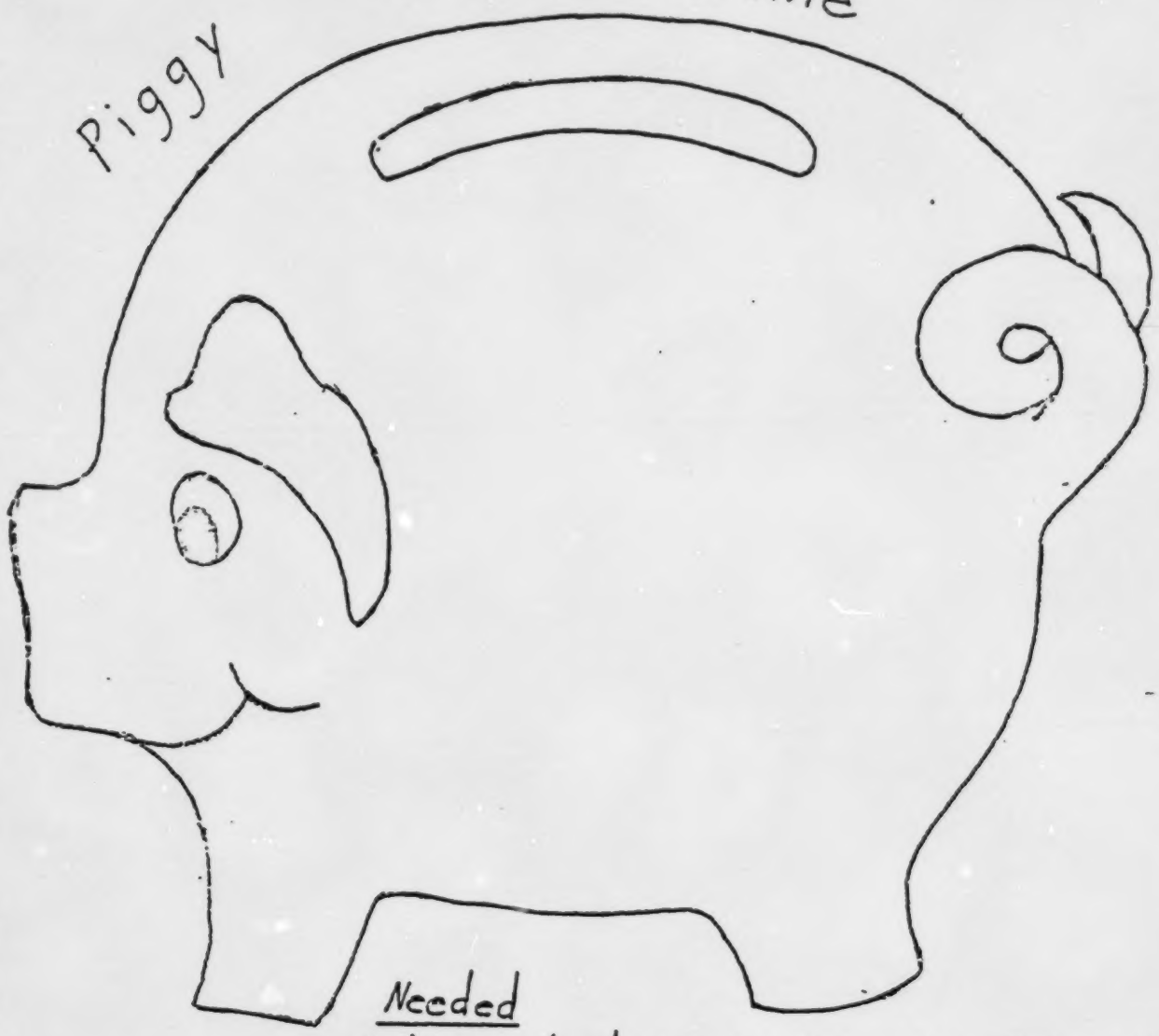
Bank Game



Needed

A die marked 1¢ 5¢ 10¢ 25¢ 50¢ and $1.00
Play money
Paste above pig on a box, cut hole for money deposit slot.

Directions

Each player takes one of each coin plus one dollar.
A throw of the die determines who starts first.
Players throw the die and put the money in the bank.
(the amount will differ each time the die is thrown.)
When a player does not have the amount on the die he passes.
The player who deposits all his money first wins.

Money Bingo

Concepts: - money recognition, learning the names of coins

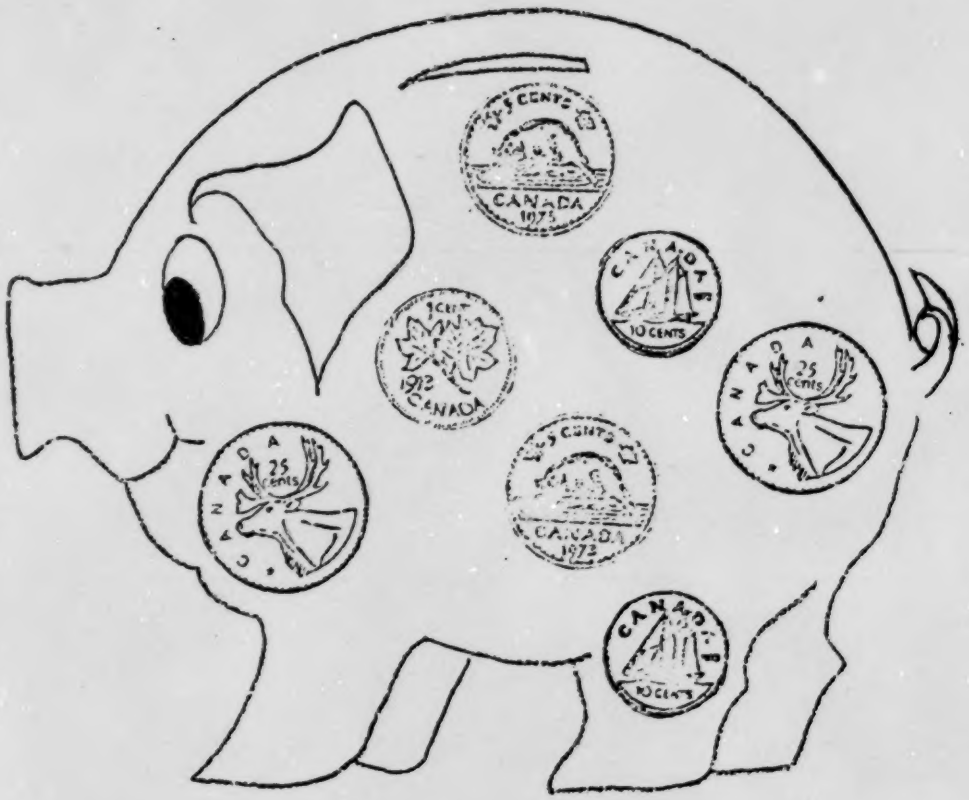
Materials Needed:

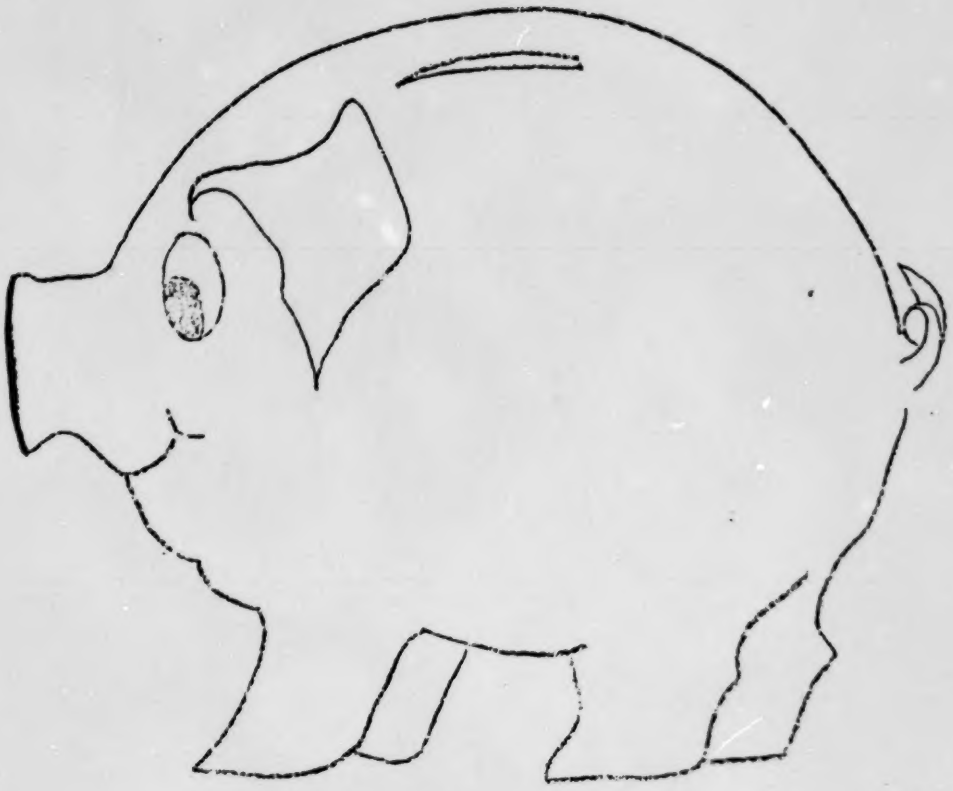
- bristol board
- coin stamper
- bingo markers
- laminating materials or clear contact paper
- box

- cut out enough piggy banks for each child
- using a coin stamper or photocopied coins, stamp varying amounts on each pig
- stamp seven coins on each pig
- laminate the pigs or cover with contact paper

Procedure:

- each child chooses a piggy bank and nine bingo markers
- teacher or student draws a coin from a box
- students place a marker over the coin value called out
- first player to cover all spaces calls "bingo"


5 CENTS
CANADA
1973
1 CENT
1973
CANADA
10 CENTS
25 cents
CANADA



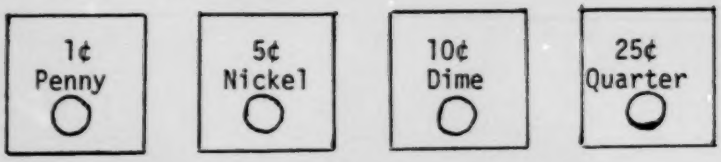
Money Game

Concepts: - learning to match coins with their numerical and printed symbols

Materials Needed:
- colored bristol board
- photocopied or reproduced coins
- clear contact paper or laminating materials
- a small jar in which to keep the coins

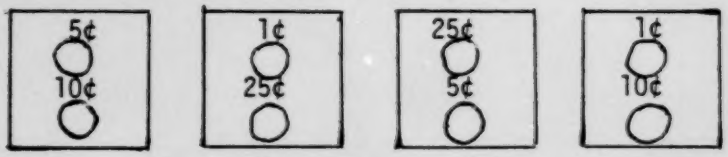
- cut the bristol board into 4" x 5" rectangles
- on some of the cards print (in black marker) the name of a coin, its numerical symbol and a circle the same size as that coin. Make several cards for each denomination of coin.

eg.



- on the rest of the cards use combinations of two coins using the numerical symbol and outlined circle to fit the coins

eg.



- cut out the photocopied coins
- using a different color for each denomination of coin affix star stickers to the back of each coin
- using the same colors affix stars to the back of cards according to which coin belongs in the circle

- cover with clear contact paper or laminate the cards and the coins

Procedure:

- the game is self-correcting due to the matching stars, therefore it can be played by a child alone
- however it might be more useful to have a parent or teacher helping the child, at least until he/she understands how to use the cards

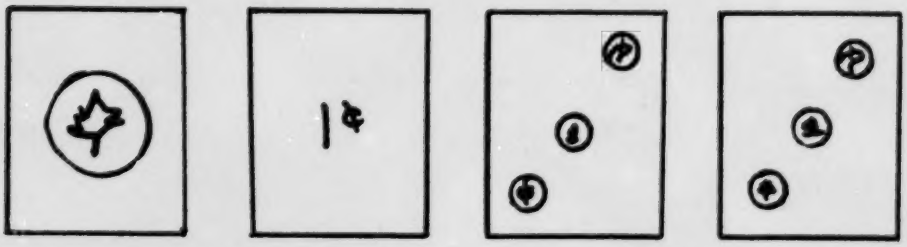
Coin Match Cards

Concepts: - money recognition, coin discrimination, identifying coins with their numerical labels

Materials Needed:
- colored bristol board
- photocopies or reproductions of coins
- stickers
- clear contact paper or laminating materials

- cut the bristol board into 3 x 5" rectangles
- on ½ of the cards glue on the coins in different patterns using one, two or three coins
- on the other half of the cards arrange identical patterns using one, two, or three coins or use the numerical symbols for single coins
- separate the cards into matched pairs and affix matching stickers onto the back of each pair
- laminate or cover the cards with clear contact paper

eg.



Procedure:
- the cards can be used by the children individually because they are self-correcting, or they can be used with a teacher or parent present, or with a group of children
- lay the cards out on the floor and have the children find the matching pairs

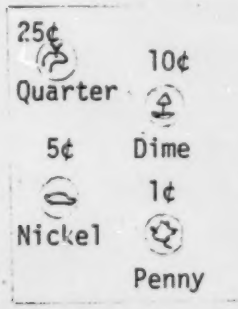
Coin Tracing

Concepts: - coin recognition

Materials Needed:
- bristol board
- pennies, nickels, dimes, quarters
- large crayons
- blank paper

- cut the bristol board into large squares and glue a penny, nickel, dime and quarter to each square
- also label each coin with its name and numerical symbol

eg.



Procedure: - have the children place a piece of blank paper over the card with the coins glued on, and have them color over the coins with a large crayon so that the coin's imprint will come through

eg.

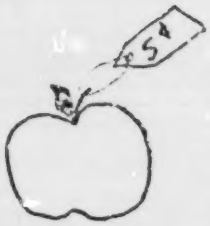
Pricing Worksheet

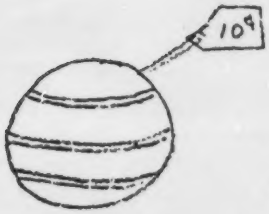
Concepts: - prices, different products have different prices

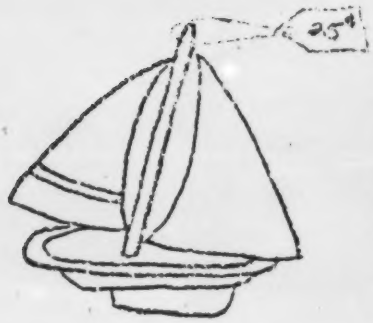
Materials Needed:
- pictures or photocopies of coins
- drawings of food items, toys, etc.
- make worksheets using the pictures of coins and items with price tags, as shown in the sample price worksheet

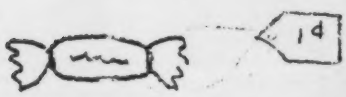
Procedure:
- once the children recognize the numerical symbols for all of the coins they can use the worksheets
- it is also probably helpful if they have already had some exposure to the concept of price
- have the children draw a line from each coin to the item that it could buy

Sample Price Worksheet

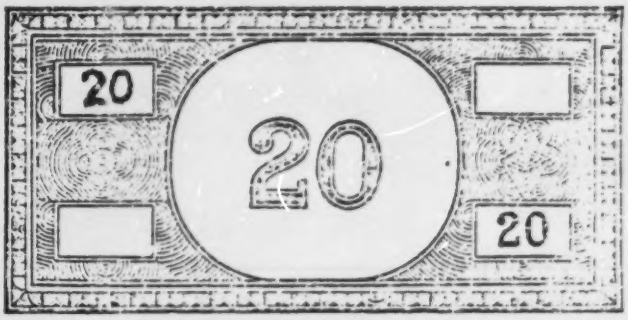


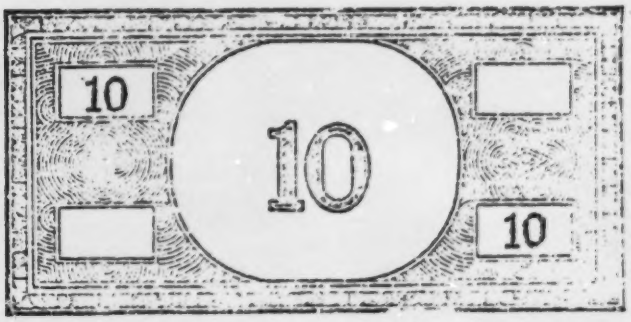


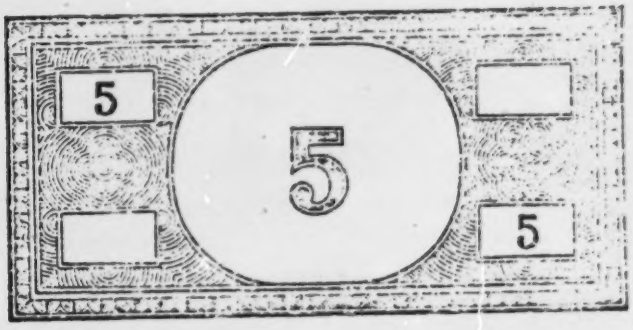


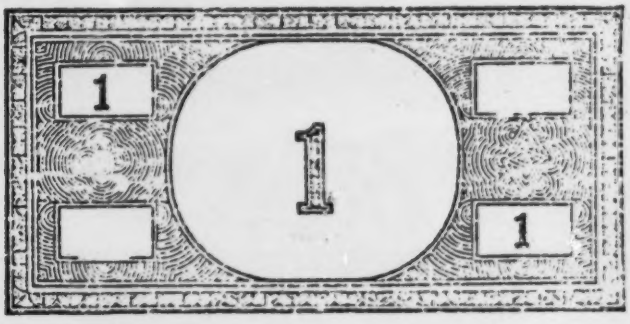


SAMPLE MONEY









Jobs, Work and Occupations

Occupational Match Cards

Concepts:
- jobs, working, occupations

Materials Needed:
- bristol board
- pictures of occupations and tools
- stickers
- laminating materials or clear contact paper

- cut the bristol board in 4" x 5" pieces
- on ½ of the cards glue on pictures of different kinds of occupations, ie. carpenter, secretary, doctor
- on the other half of the cards glue on pictures of tools or accessories which correspond with the occupations used, i.e., a hammer, a typewriter, a stethescope
- in order to make the cards self correcting, use stickers on the backs of the cards so that when the children turn the cards over they know if they have the right pair or not
- attach matched pairs of stickers on the back of each pair of cards
- laminate the cards or cover them with clear contact paper

Procedure:
- these cards can be used individually or in small groups, with or without teacher or parent interaction

Community Services and Helpers

Concepts:

- community awareness
- who to go to for help or services

Materials Needed:

- bulletin board space or large felt board
- bristol board or coloured construction paper
- pictures of community helpers or services, i.e., doctor, firefighter, bus driver, police officer, storekeeper, teacher, etc.
- prepare two headings for the bulletin or felt board: 1) Problem, and 2) Where to Go For Help and put them at the top of the space, one on each side
- draw and cut out pictures to represent the following or other problems:
  - when you are out of food
  - when someone is sick
  - when you have a toothache
  - when something is on fire
  - when you want to go somewhere that is too far to walk
  - when you are in trouble
  - when you need new clothes
  - etc., etc.

Procedure:

- Propose a problem to the children, i.e., who do you go to or call if there is a fire somewhere?
- place the symbol for a fire on the bulletin board under the Problem heading

- when the children suggest who you would go to, put a picture of that person under the Where to Go For Help heading, or have the child put it there
- continue the process for as many problems as you can think of or for as long as interest is maintained
- leave the display up to be added to as the children think up their own problems and solutions

How Do You Get Money?

Concepts: jobs, working, income salary

Materials:
- pictures of people involved in different types of work, either from a story book or magazines
- make a mural or use the pictures individually

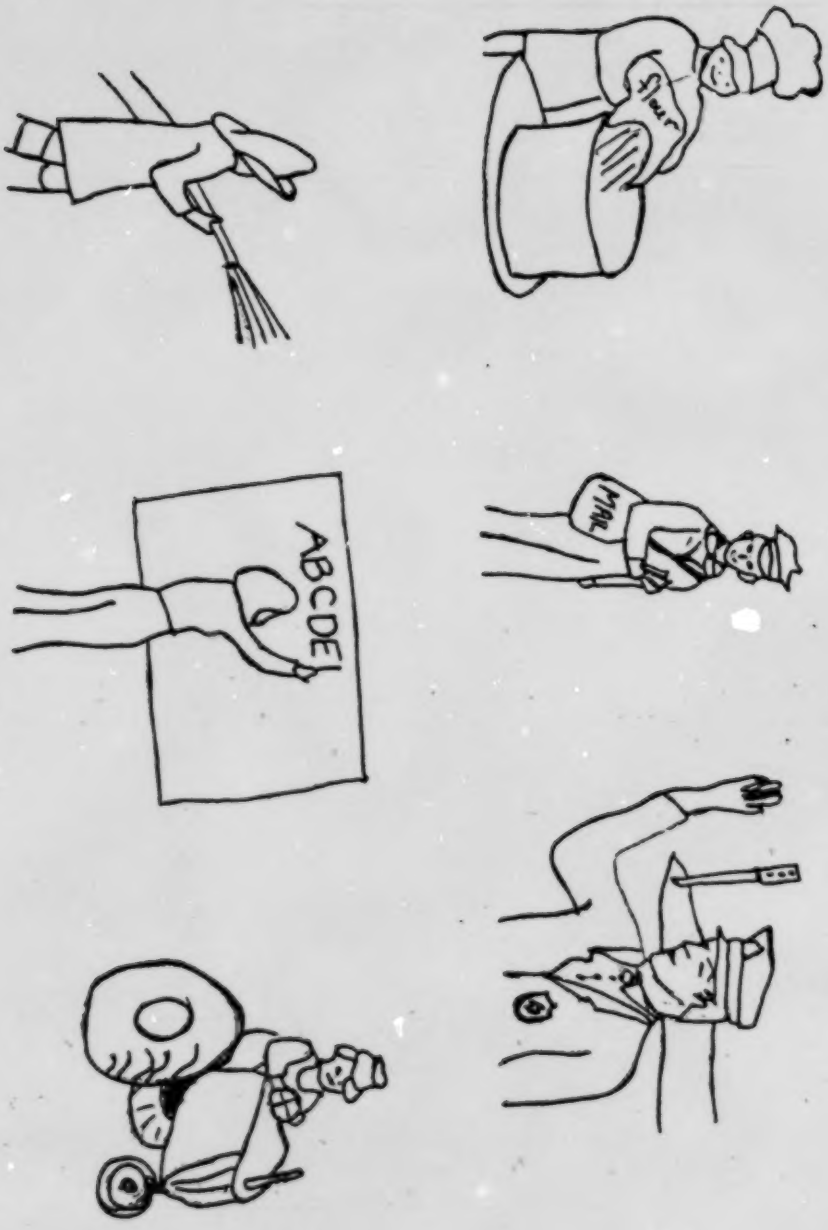
Procedure:
- show each picture to the children. Discuss the duties associated with each job and why people have jobs (i.e., to earn money to buy things)

Role Playing

Concepts: jobs, working, occupations

Materials:
- pictures of people involved in different types of jobs (police officer, firefighter, etc.)
- construction paper
- wool
- make cards from construction paper
- paste pictures of people in various jobs to each card
- attach wool to card so that it can be worn around child's neck

Procedure:
- have each child act out the role of the person on the card he/she is wearing
- discuss the duties associated with each job



Note: Please be careful not to sex role stereotype the jobs as the above pictures do.

Needs and Wants

Fishing Game -- Needs & Wants

Concepts:

- learning to discriminate between things that we really need and things that we would just like to have

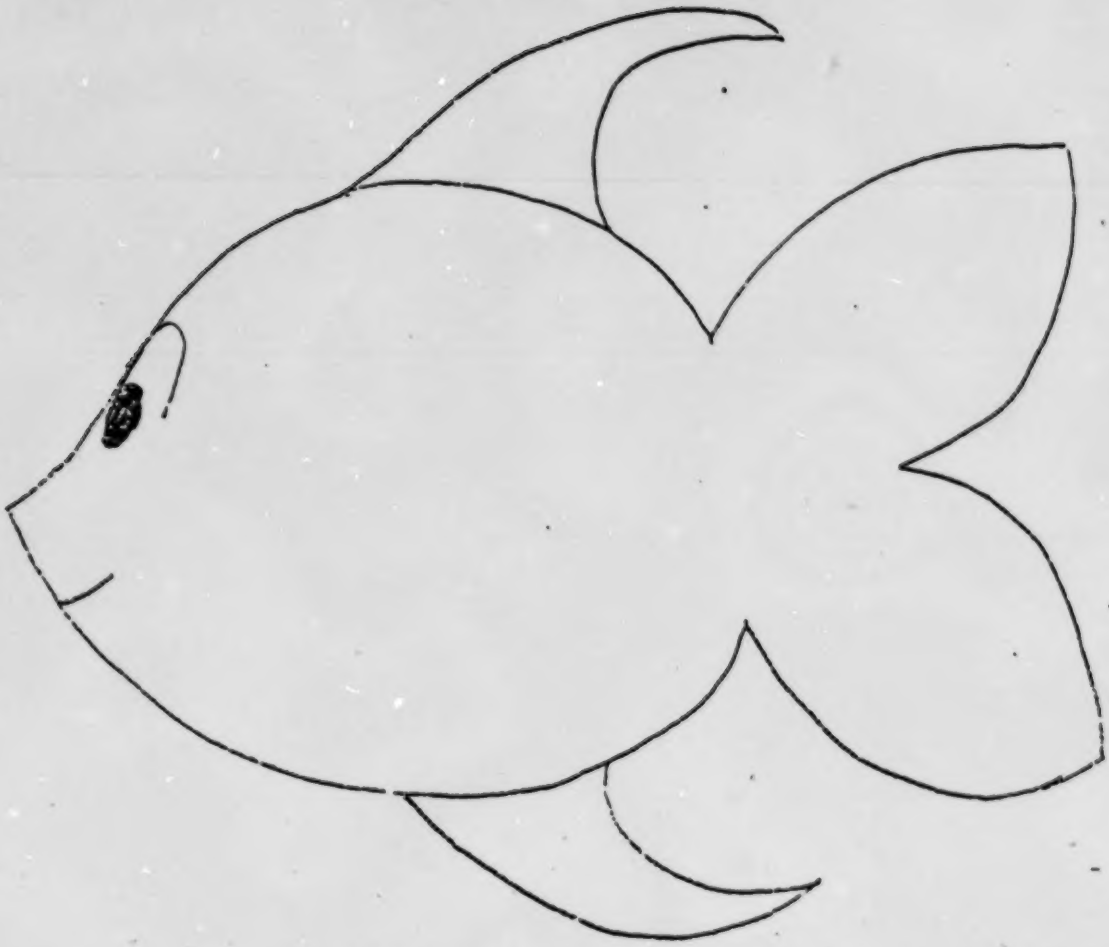
Materials Needed:

- coloured construction paper
- pictures representing different wants and needs
- long poles
- strings
- magnets
- paper clips
- cut out fish from the construction paper using different colours and different sizes of fish
- mount the pictures on the fish and attach a paper-clip to each fish
- tie the string to the pole and attach the magnet onto the end of the string to make a fishing pole for each child

Procedure:

- turn the fish picture-side down on the floor
- have the children go "fishing: and save all the fish they catch
- when all the fish have been caught have the children gather up their fish and sit in a circle
- have each child classify his/her fish by telling whether they are wants or needs

- once all the children have classified their fish, put all the fish face up in the centre of the circle
- ask several children, one at a time, to pick out the three fish they would most like to have and have them give their reasons for their choice



Needs and Wants

Concepts: making choices
needs and wants

Materials Needed:
- bristol board or kraft roll paper
- green construction paper
- Christmas or toy catalogue
- make a large tree on the bristol board or kraft paper
- have the children cut out pictures of toys they want
- cut out leaves from the green construction paper
- have the children paste the pictures of the toys on the leaves

Procedures:
- have the children paste their "want" leaves on the tree to make a "Wish Tree". Discuss needs and wants; why resources are limited; why choices must be made.

Balancing Needs and Wants

Concepts: making choices
needs and wants

Materials Needed:
- construction paper
- bulletin board
- pictures of needs and wants
- cut out two seals and two coloured balls for balancing on their noses

- label one ball 'needs' and the other 'wants'

Procedures:

- post the seals and balancing balls on the bulletin board; have the children sort the pictures into needs and wants and pin them onto the appropriate ball

Balancing Needs and Wants

Goods and Services

Fishing for Goods and Services

Concepts: distinguishing between goods and services

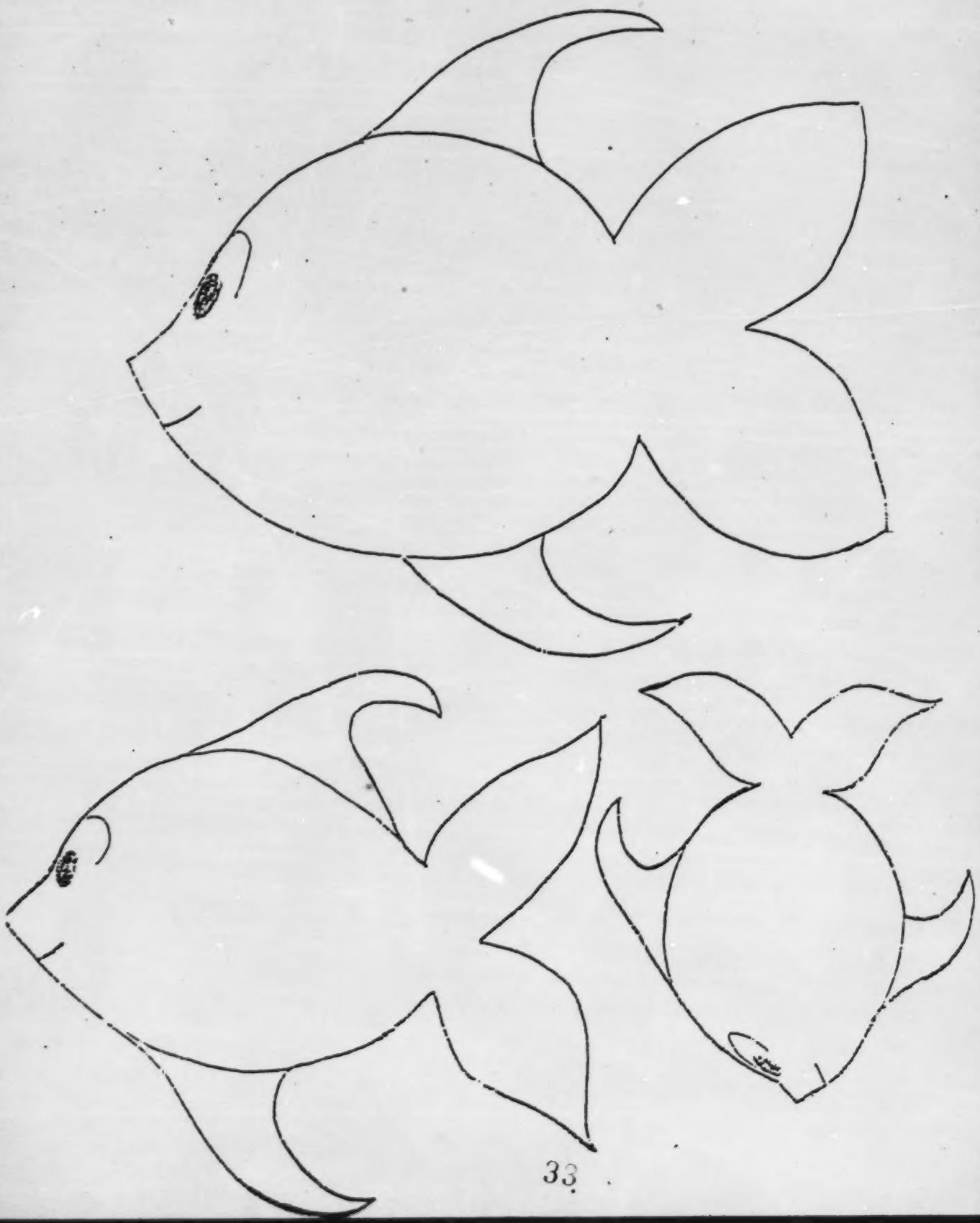
Materials Needed:

- pictures representing various goods and services, i.e., toys, food, other products, barber, teacher, nurse
- felt board
- felt or felt tape
- long pole
- string magnet
- paper (coloured construction)
- paper clips

Procedure:

- cut out the pictures
- cut out a bunch of fish shapes in different sizes from the construction paper
- mount the pictures of goods and services onto the construction paper and attach a piece of felt tape or felt to the back
- put a paper clip on each fish
- tie the string to the pole and tie the magnet onto the end of the string
- make a title for 'Goods' with a representative picture and one for 'Services'
- put the titles on the top of the felt board -- one on each side
- explain to the children the difference between goods and services

- have the children go "fishing" and when they catch a fish have them put it on the felt board under the right heading according to whether the picture represents a good or a service



Goods and Services

Concepts: distinguishing between goods and services

Materials Needed:

- construction paper
- magazine pictures of goods (pencils, food, cereal, toys) and services (nurse, barber, doctor, storekeeper)
- make 3 x 5 cards from the construction paper
- paste pictures to cards and write either good or service on the back of the card

Procedure:

- flash the cards to the class and have them indicate whether the picture represents a good or service

Stores and Shopping

Stores

Concepts: types of stores

products available in stores

Materials Needed:

- construction paper (one sheet per child)
- magazines and catalogues
- draw two large windows and a door on the front of the pieces of construction paper to make it look like a store front
- put an 'OPEN' sign in the window

Procedure:

- tell the children that they can make any kind of store they choose (ice cream shop, pet store, shoe store, grocery store)
- have them find pictures of products they would find in their store and paste the products in their store windows
- have them make up a name and a sign for their store and also draw pictures of the sales people who look after the store

Shopping Game

Concepts: ability to handle money
identify coins
practise shopping skills

Materials Needed:
- cash register
- play money
- empty food boxes, cartons, cans, egg cartons, etc.
- shopping bags

Procedure:
- set up a grocery store in the play area
- use old book shelves for stocking the food
- divide the money up among the children
- assign simple price tags to the products (i.e., 1¢, 5¢, 25¢, $1.00)
- have one child be the cashier, another a bagger
- encourage children to plan their purchases and budget their money

SAMPLE MONEY

Store Puzzles

Concepts

different stores

where to go for certain products

Materials Needed:

- coloured bristol board
- pictures or drawings of different stores and items which can be found in different stores
- laminating materials or clear contact paper

- cut the bristol board into rectangles approx. 4" x 7"
- on half of each card glue a picture or drawing of a product, e.g., a shoe and on the other half glue a picture of a store where this could be purchased, e.g., a shoe store
- laminate the cards or cover with clear contact paper
- cut the cards in half using jagged edges to make the two halves fit together like a puzzle

e.g.

Procedure:

- these puzzles could be used individually by the children or in small groups, with or without adult interaction
- however, adult interaction would be useful for purposes of stimulating further thought and discussion about stores and products

Where Goods Come From

- Production -

Clara the Cow

Concepts: production and supply

where things in stores come from

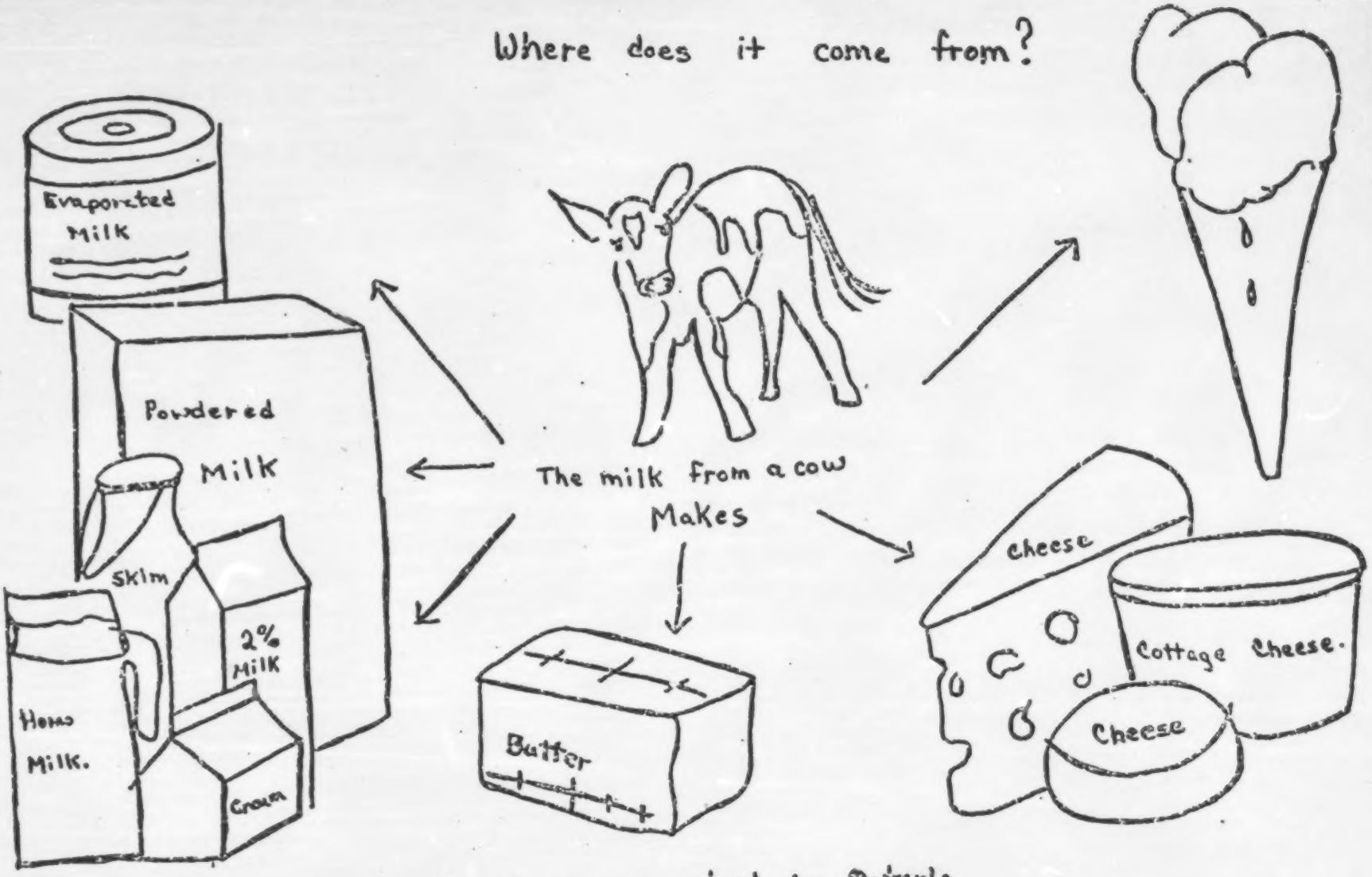
Materials Needed:

- bulletin board
- construction paper
- magazine pictures of milk products (cheese, milk, yogurt)
- make 'Clara the Cow' from construction paper and put her on the bulletin board (or find a magazine picture of a cow)

Procedure:

- discuss where things in stores come from
- ask the class what kinds of things come from cows
- as they name products, have the children put a picture of the product under 'Clara the Cow'

Where does it come from?



Dairy Cows are raised in Ontario

Production Puzzles

Concepts: production

where goods in stores come from

Materials Needed:

- coloured construction paper (large pieces)
- long paper
- contact paper or laminating materials

- on long sheets of paper draw a series of pictures which illustrate in sequence the process goods go through from their natural state to the store, i.e., from a sheep to a wool sweater, oranges on a tree to orange juice, etc.
- mount the sequence on coloured construction paper and glue the pieces together securely
- use a different colour backing for each sequence
- laminate the sequence or cover it with contact paper
- cut in between the pictures to form a long puzzle

e.g.

- a further activity would be to make similar puzzles with straight edges to make the children concentrate on the pictures rather than the puzzle edges
- however, this will only work after the children understand the concept and the process goods must go through before arriving at the store

Procedure:

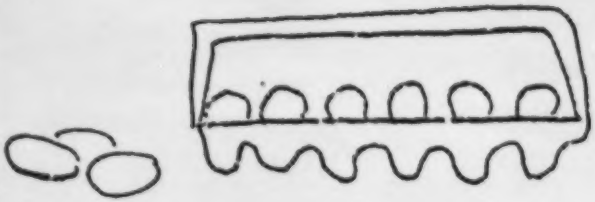
- this activity is self correcting due to the puzzle piece edges
- therefore, the children can work with these puzzles independently or in small groups

Where Goods Come From -- Dot to Dot

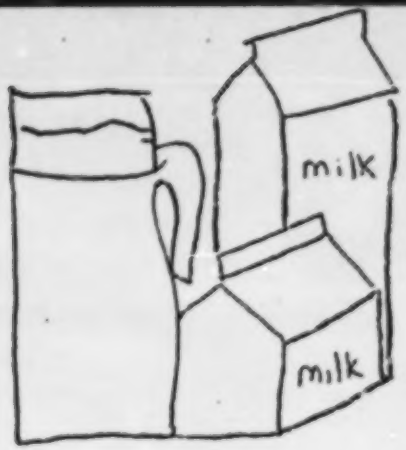
Concepts: where do goods come from

Materials Needed:
- draw or cut out pictures of products, e.g., milk, eggs, orange juice, etc.
- put a picture in one corner of the page and on the rest of the page construct a dot to dot picture to illustrate the source of the product, e.g., cow, chicken, orange
- keep the pictures simple with as few numbers as possible
- also, the larger the dot to dot the easier it will be for the child to do

Procedure:
- explain to the children that they can find out where the pictured product comes from by completing the dot to dot picture



eggs


milk
milk

Nutrition

Singing About Good Food

Concepts: nutrition

foods that are good to eat

Materials Needed:
- you can use songs which are already made up or think up new lyrics of your own to go to the tune of old favorites

Procedure:
- teach the children the songs and have them sing them several times
- background music from a guitar, piano, etc. would be a nice touch
- discussion of the songs and the words would also help to reinforce the concepts

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songs

drink your milk (Tune: "Row, Row, Row Your Boat")

Drink, drink, drink, my milk
Drink it every day
Merrily, merrily, merrily, merrily
It helps me on my way.

• • •

Eat, eat, eat my meat,
Eggs, or beans each day
Protein really helps me grow
Each and every way.

• • •

Chew, chew, chew my fruit
And vegetables every day
They give me lots of vitamins
To help me work and play.

• • •

Spread, spread, spread my bread
Cover it with what I wish
Peanut butter, cheese spread, too,
Make it so delish.

• • •

Taste, taste, taste my food
At every single meal
Then I'll have my basic four
And healthy I will feel.

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breakfast

Tune: ("Are You Sleeping")

Breakfast's ready, breakfast's ready
Sister Sue, Sister Sue,
We are having pancakes
We are having pancakes
Just for you. Just for you.

Breakfast's ready, breakfast's ready
Brother Bill, Brother Bill,
Scrambled eggs and bacon
Scrambled eggs and bacon
Eat your fill. Eat your fill.

Come to breakfast, come to breakfast
On the run, on the run,
Fruit and milk and muffins
Fruit and milk and muffins
For everyone, everyone.

(For variety: make up new verses using different breakfast food)

she'll be eating when she comes

Tune: (She'll be Coming Round the Mountain)

She'll be eating good raw cabbage
When she comes, when she comes
She'll be eating good raw cabbage
When she comes, when she comes
She'll be eating good raw cabbage
She'll be eating good raw cabbage
She'll be eating good raw cabbage
When she comes.

NOTE: Have the children try and make up new verses.

e.g. She'll be eating whole wheat bread . . .
She'll be canning ripe tomatoes . . .
She'll be catching perch and catfish.

Nutrition -- The Four Food Groups

Concepts: classifying foods into the four food groups

Materials Needed:
- set up a display on a bulletin board illustrating the four basic food groupss
- leave room in each group for the addition of other food items
- a box full of pictures representing foods from each of the four basic food groups
- mount the pictures on coloured construction paper if desired

Procedure:
- have the children sort the pictures and put them on the bulletin board in the right spot according to which food group they belong to

Hazardous Products

Hazardous Products

Concepts: recognition of hazardous product symbols

awareness of hazardous household products

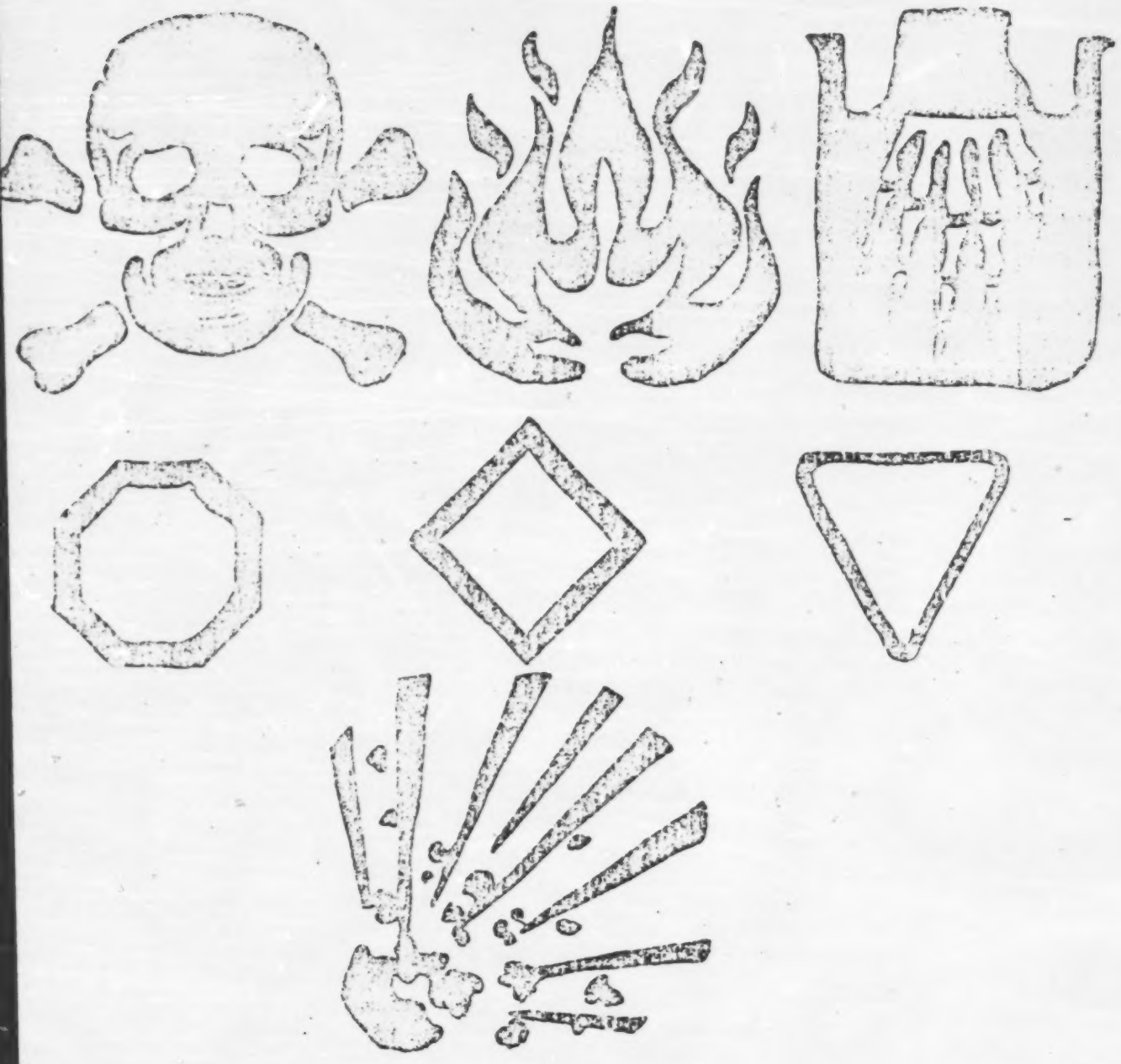
Materials Needed:

- bulletin board space with a table or shelf in front
- construction paper (black)
- magazines with numerous ads for household products, e.g., spray cans, cleansers, abrasives, etc.
- make a large reproduction of the four hazardous product symbols from the black construction paper
- mount each sign on the bulletin board and explain to the children what each one means

Procedure:

- encourage the children to bring in clean empty containers with these signs on them from home and to look through the magazines and cut out pictures of cans with those signs
- put the containers beneath the right sign on the table or the shelf and tack the pictures on the bulletin board underneath the appropriate sign
- keep the display as an ongoing project with frequent review and reminders as to what the symbols mean and the danger of the products pictured

RECOGNIZING HAZARDOUS PRODUCTS



RESOURCE MATERIAL: How to Recognize Hazardous Products Information Canada, Ottawa, 1972

Felt Board Eats and Don't Eats

Concepts: things which are edible and things which should not be eaten

Material Needed:

- a large collection of magazine pictures depicting foods, spray cans, cleansers, etc.
- a large felt board
- felt or felt paper
- red felt or felt paper
- a button
- cut out an open smiling mouth from the red felt
- cut out another mouth and sew the button onto the mouth to signify that the mouth is buttoned shut
- mount the pictures on the felt or felt paper

Procedure:

- explain to the children that the open mouth represents things that are good to eat and the buttoned mouth represents things which you should not eat
- place the mouths at the top of the felt board, one on either side
- have the children place the pictures on the felt board under the right mouth

Energy

Energy Bingo

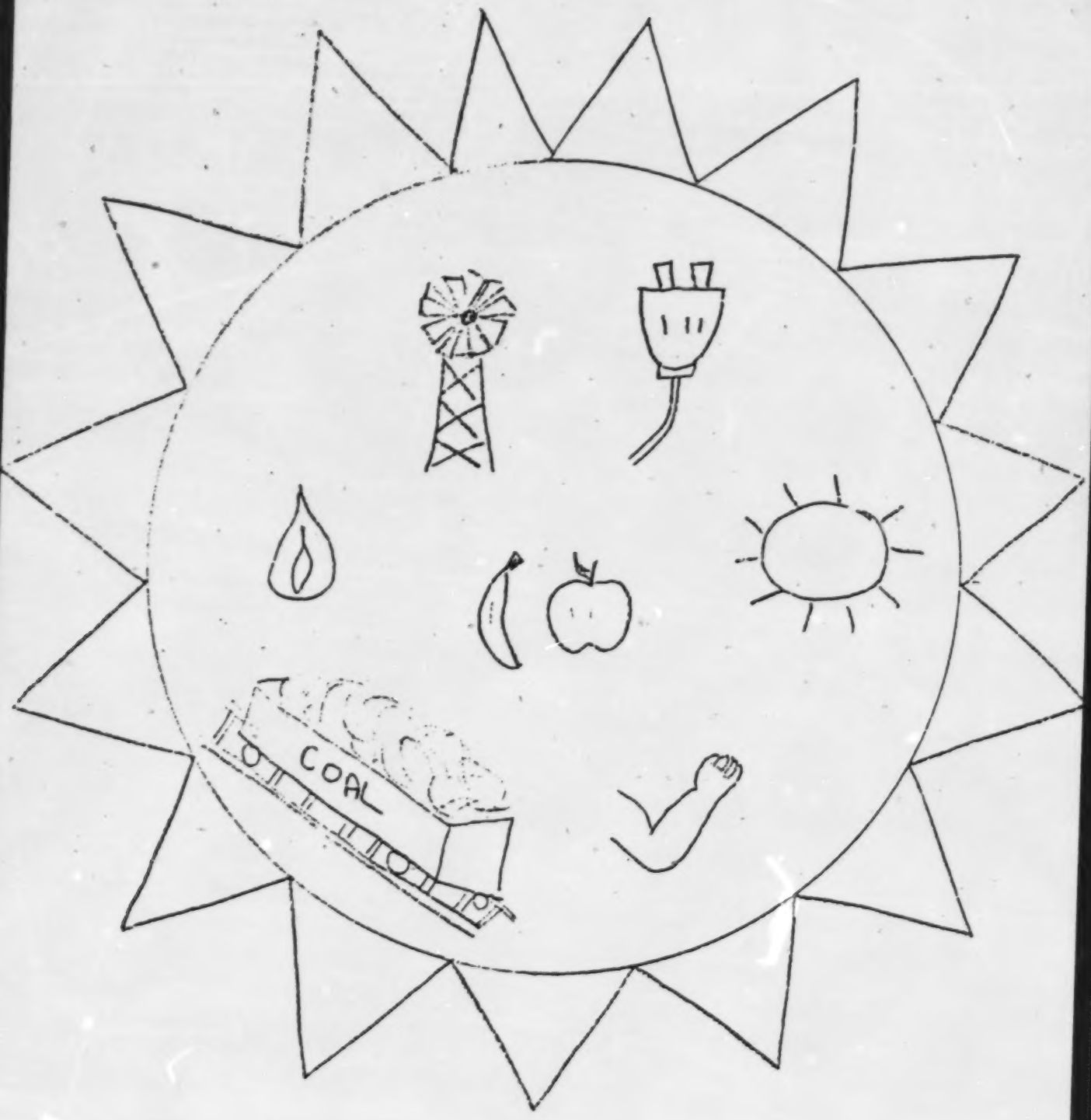
Concepts: recognition of the many sources and types of energy

Materials Needed:

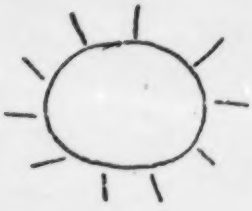
- yellow bristol board
- bingo markers
- box
- laminating materials or clear contact paper
- cut out enough large yellow suns from the bristol board so there is one for each child
- on each sun place seven squares, each with a form of energy pictured, e.g., see sample and make variations of it
- laminate the cards or cover with clear contact paper
- mount a drawing of each form of energy on a square piece of bristol board to use as call cards

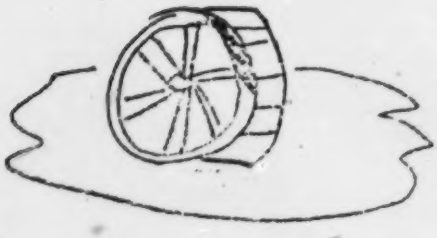
Procedure:

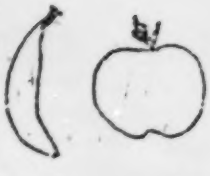
- each child selects a sun-shaped bingo card
- the teacher or another child picks a call card from a box and holds it up for everyone to see
- the teacher may also verbally identify the call card, i.e., "a windmill which is wind energy", which gives the children some information
- whenever a child has the energy form on his/her card he/she covers it with a bingo marker
- the first child to fill his/her card calls 'Bingo'

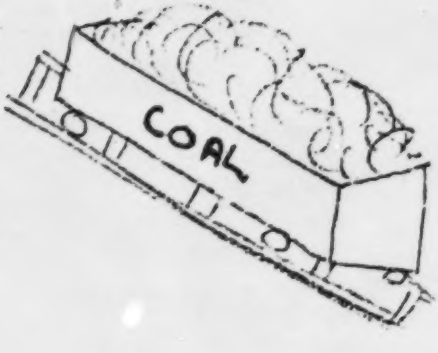


Sample Bingo Card





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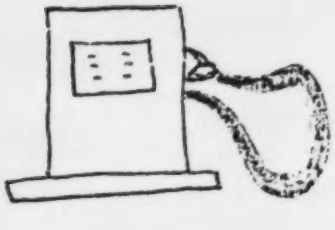


Energy Dragons

Concepts: saving energy

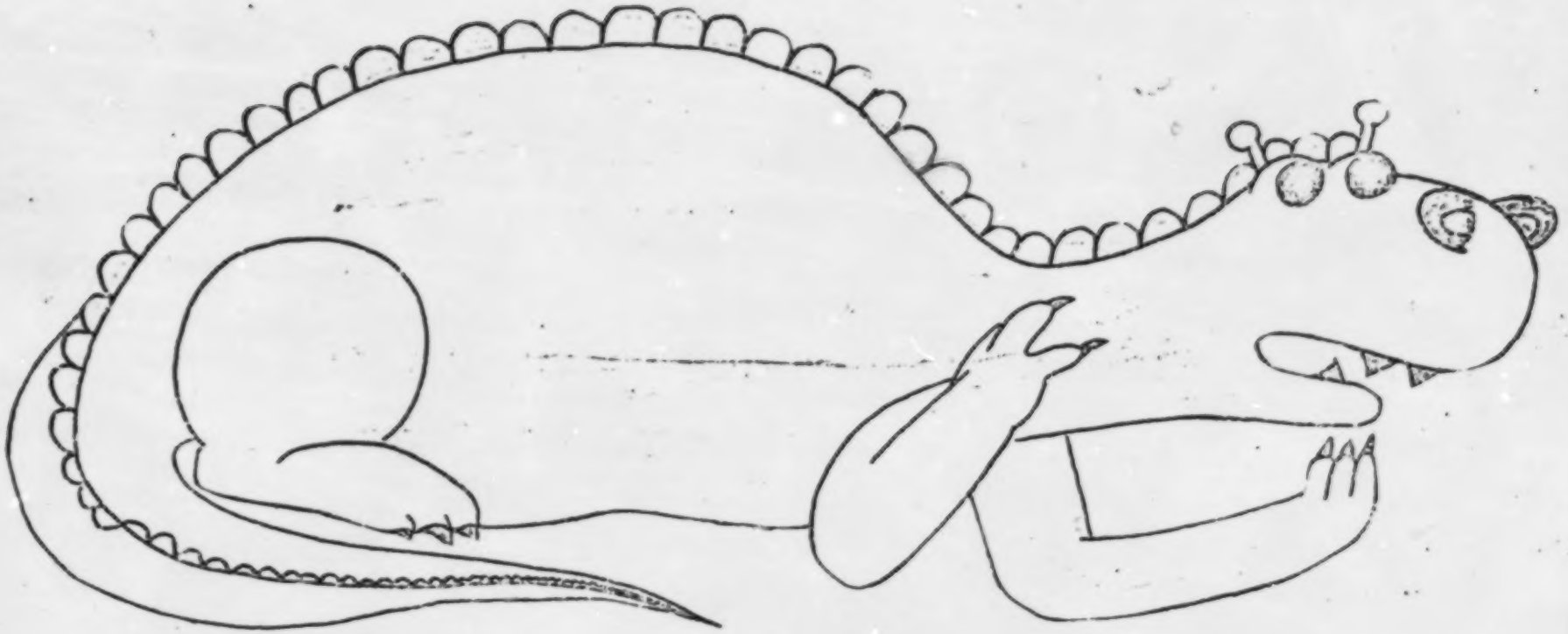
using energy wisely

Materials Needed:

- long pole
- string
- magnet
- paper clips
- cut out dragons
- make enough paper dragons so that there is one for each child
- colour the dragons
- write energy saving tips on the dragons, e.g. 'Turn off the faucet so it won't drip,' 'Turn out the lights when you leave the room,' etc.
- attach a paper clip to each dragon
- tie a piece of string onto the pole and tie the magnet onto the end of the string

Procedure:

- turn the dragons face down on the floor
- let the children use the 'fishing pole' to 'catch' the dragons
- after each child has caught his/her dragon clip it onto their clothing with the paper clip to be taken home



Wind Energy - Pinwheels

Concepts: wind energy can make things move

Materials Needed:

- straws
- straight pins
- masking tape
- paper
- crayons

- cut paper into 5" squares
- have the children colour the squares if they want to
- bend the pins near the head
- when the children have finished colouring cut the paper from the four corners towards the middle as shown in the diagram

- bend one corner from each triangle into the center and glue or tape the four corners in the center as shown in the diagram

- stick the bent pins into the center and tape the pins to the top of the straws

Procedure:

- once each child has a pinwheel, explain to the children that wind is a form of energy which can be used to make things move
- explain that the pinwheel must have wind to turn
- let them discover that natural wind (outside) can make the pinwheel move and so can human wind (blowing)

Wind Energy -- Sailboats

Concepts: wind energy can make things move

Materials Needed:

- pieces of styrofoam or corkboard
- toothpicks
- tape
- paper triangles for sails
- a water table or a large flat container of water

- have the children colour the paper triangles or print their names on (the teacher can help them)
- assemble sailboats by taping a paper sail to a toothpick and inserting the toothpick into the styrofoam or corkboard

Procedure:

- float the boats on water and the children may blow on the sail to make the boat move, or do this activity outside on a windy day

Advertising

Home Made Commercials

Concept: the purpose of commercials

recognizing the selling intent of advertising

Materials Needed:

- a box of products, e.g., cereal boxes, food packages, toys
- a television frame or a large cardboard box cut out as a television

Procedure:

- explain to the children what commercials are and what they try to do
- discuss the fact that commercials try to get people to buy products by telling them good things about the product on television
- have each child choose a product from the box that he/she would like to "advertise"
- the teacher should first model what the children are to do by getting behind the television and making a commercial about a product
- each child can have a turn and the rest of the group watches as each child gets up to do his/her commercial
- it is a nice touch to clap for each child after they have finished their commercial as a means of praising and centering each child out as special and also to encourage the other children who might be more timid to take a turn
- the commercials the children do could also be videotaped or tape recorded so that the children could see or hear themselves

Advertising

Concepts: identification of commercials (versus programs)
understanding of selling intent

Materials Needed:
- tape recorder
- tape record advertising messages from the radio and television

Procedure:
- play the taped advertising messages. Ask the children to identify the product. Then ask if they would like to buy the product; do they ask for products after hearing about them on radio or television; are they always satisfied with what they buy?

"Free Inside Every Package"

Concepts: advertising of premiums
advertising versus the 'real thing'

Materials Needed:
- cereal box with an advertisement for a "free toy" inside

Procedure:
- have the children look at the picture on the box
- discuss the size, shape and colour of the toy and how it should work
- take the toy out of the box
- have the children use the toy and compare it to their expectations
- is it what they thought it would be?

Community Field Trips

Concepts: community awareness, occupations, production, shopping, etc.

Materials Needed:
- arrange with various businesses in the community to bring the children in for a tour

Procedure:
- take the class on a tour of various businesses within the community and discuss certain aspects with the children
- encourage the kids to ask questions of the manager

Some places to go:
- fire station
- restaurants -- Mother's Pizza and McDonalds give tours
- grocery store
- department store
- bank
- post office
- factory
- dairy processing plant
- etc.

Finger Plays and Poetry

Concepts: poetry and finger plays, etc. can be used with the children to convey almost any concept in an enjoyable manner for the children which also lends itself to repetition

Materials Needed:
- poetry
- nursery rhymes
- finger plays

Procedure:
- in circle time, either small groups or large groups, have the children learn the finger plays, etc. and repeat them several times
- discussion of them may also be helpful

POETRY

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Saturday Shopping

- Katherine Edelman

To market, to market,
On Saturday morn,
For prunes and potatoes
And ears of sweet corn,
For bacon and sausage,
For apple and pear.
To market, to market —
Our cupboard is bare!

P's the Proud Policeman

- Phyllis McGinley

P's the proud Policeman
With buttons polished neat.
He's pleased to put his hand up
When you want to cross the street.
By day light he protects you;
He protects you through the dark,
And he points the way politely
To the playground or the park.

Barber's Clippers

- Dorothy Baruch

The barber snips and snips
My hair with his scissors
And then he zips on
His clippers

It clips
Up and down
And around
My hair in back..

Ssss sss
It swishes
On the sides
Behind my ears.

Ssss ssss
It tickles
As it slides
Straight up the middle
Of my neck.

To Market, To Market

- Mother Goose

To market, to market, to buy a fat pig
Home again, home again, jiggety jig.

To market, to market, to buy a fat hog,
Home again, home again, jiggety jog.

To market, to market, to buy a plum bun,
Home again, home again, market is done.

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Let's Ride the Bus

- Lois Lenski

Bus stop at the corner,
Just stand right there and wait,
Here it comes, door opens
Hop in and don't be late.

Hop in, hop out!
Hear the driver shout,
There's room for more.
Don't block the door.
Hop in, hop out!

Have your money ready,
Just drop it in the slot;
Find a seat that's empty,
Or stand up like as not.

Bus starts up. It's going!
It can't go very fast.
All the trucks and autos
And taxis going past.

Now it's going faster,
You'd better hang on tight;
Going round the corner,
Hold on with all your might.

Now it's going slower,
It's coming to your stop;
Time to ring the buzzer,
Get up and out you hop.

Hop in, hop out!
Hear the driver shout,
There's room for more
Don't block the door.
Hop in, hop out!

General Store

- Rachel Field

Someday I'm going to have a store,
With a tinkly bell hung over the door,
With real glass cases and counters wide.
And drawers all spilly with things inside.
There'll be a little of everything;
Bolts of calico; balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsparilla for picnic lunches;
Bananas and rubber boots in bunches;
I'll fix the window and dust a shelf,
And take the money in all myself,
It will be my store and I will say:
"What can I do for you today?"

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Choosing Shoes

- Ffrida Wolfe

New shoes, new shoes,
Red and pink and blue shoes.
Tell me, what would you choose,
If they'd let us buy?

Buckle shoes, bow shoes
Pretty pointy-toe shoes;
Strappy, cappy low shoes;
Let's have some to try.

Bright shoes, white shoes,
Dandy-dance-by-night shoes,
Perhaps-a-little-tight shoes,
Like some? So would I.

BUT

Flat shoes, fat shoes
Stump-along-like-that shoes,
Wipe-them-on-the-mat shoes,
That's the sort they'll buy.

Simple Simon

- Mother Goose

Simple Simon met a pieman,
Going to the fair;
Says Simple Simon to the pieman,
"Let me taste your ware."

Says the pieman to Simple Simon,
"Show me first your penny."
Says Simple Simon to the pieman,
"Indeed, I have not any."

Hot-Cross Buns

- Mother Goose

Hot-cross buns!
Hot-cross buns!
One a penny, two a penny,
Hot-cross buns!

Hot-cross buns!
Hot-cross buns!
If you have no daughters
Give them to your sons.

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Vegetables

- Eleanor Farjeon

The country vegetables scorn
To lie about in shops
They stand upright as they were born
In neatly-patterned crops.

And when you want your dinner, you
Don't buy it from a shelf,
You find a lettuce fresh with dew
And pull it for yourself.

You pick an apronful of peas
And shell them on the spot,
You cut a cabbage, if you please,
To pop into the pot.

The folk who their potatoes buy
From sacks before they sup,
Miss half of the potato's joy,
And that's to dig it up!

Who'll Buy My Valley Lillies? (Street Child's Song)

- Eleanor Farjeon

Who'll buy my valley lillies?
Who'll buy my scented gillies?
All for a little money!
Who'll buy my daffy dillies?

Who'll buy my blushing roses
For to delight their noses?
All for a little money!
Who'll buy my scented posies?

They who buy rings and laces
For their fair hands and faces,
All for a lot of money,
Yet will not buy such graces.

Who'll buy my valley lillies?
Who'll buy my scented gillies?
All for a little money!
Who'll buy my daffy dillies?

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Package of Seeds

- Aileen Fisher

They can't see their pictures
they can't read the label —
the seeds in a package —
so how are they able
to know if they're daisies
or greens for the table?

It sounds like a fancy,
it sounds like a fable,
but you do the sowing,
the weeding, the hoeing,
and they'll do the knowing
of how to be growing.

Choosing

- Eleanor Farjeon

Which will you have, a ball or a cake?
A cake is so nice, yes, that's what I'll take.

Which will you have, a cake or a cat?
A cat is so soft, I think I'll take that.

Which will you have, a cat or a rose?
A rose is so sweet, I'll have that, I suppose.

Which will you have, a rose or a book?
A book full of pictures?-oh do let me look!

Which will you have, a book or a ball?
Oh, a ball! No, a book! No a - - -

There! Have them all.

Through a Shop Window

- Eleanor Farjeon

How full the glittering shops are now
With chattering tongues and open purses,
And children scrambling anyhow
Beside their mothers, aunts, and nurses;
With eager eyes and laughing lips,
And problems of a thousand choices,
With loaded trees and lucky dips,
And Christmas-time in all the voices!
You scarce can push your way along
Behind the window — which discloses
Outside the little ragged throng
With longing eyes and flattened noses.

FINGER PLAY

"John and his money"

John had ten cents
(And that seemed plenty)
To spend as he liked
And not to keep any.

One cent went for candy
Leaving him nine:
Although he lost a penny
Eight was just fine.

He put one in his bank;
Still, seven seemed many
So he dropped in one more
And he just had six pennies.

One cent for bubble gum
And that left him five;
Then he gave one at school
For the Red Cross drive.

Four cents, but a lollipop
Left John with only three.
He gave one (keeping two)
To climb Joe's apple tree.

A balloon cost a penny;
John had but one other.
He gave it with a smile
To his little baby brother.

John had ten cents
When the story started;
But now John has none -
John and money parted.

WE MEASURE MONEY

A penny's just one cent; we can spend it at the store
For bubble gum, a lollipop, a tiny toy maybe.
A nickel is worth five pennies; it will buy a little more -
Some chewing gum, a pencil, or a candy bar for me.

We call ten cents a dime, and I need only one
For peanuts or some popcorn when I'm at the baseball game,
For a comic book, an ice cream bar, or cops for my gun.
A dime is worth two nickels, I can spend them just the same.

Twenty-five cents is a quarter, it's a nickel and two dimes.
It will buy a bag of candy, a streamer for my bike,
A ride on the merry-go-round, a ticket to the show sometimes.
I think if I had a quarter, I could buy many things I'd like.

Two quarters make a half-dollar; we call it fifty cents.
For this I can buy a book to read, or a ball of good kite string,
Some slippers for my doll, toy soldiers with some tents.
If I had half a dollar, I'd feel rich as a king.

Some dollars are made of paper; some are silver, you see.
A dollar equals four quarters, or a hundred time one cent.
There are ever so many goodies which a dollar will buy for me.
If I had a hundred dollars, I am sure they'd soon be spent.

AT THE CANDY STORE

I have a penny
And no more
What can I buy
At the candy store?

Sue has a nickel
In her hand
What can she buy
From the candy man?

Bob has a dime
He wants to buy
Some candy, too.
What shall he try?

Tom has a quarter
He's in a fix -
That much candy
Might make him sick.

"Henry's Nickel"*

by Michael Feeney

Henry's mother gave him a nickel to buy a treat.
He took it to the corner store that was just across the street.

The shelves were stacked with sugar stars,
With lemon drops and chocolate bars.

The shelves were piled with many things that Henry wished to buy.
He looked and thought and frowned a bit and gave a little sigh.

There were so many many things that Henry liked to eat.
There were so many many things and all of them were sweet.

And then he saw the toy shelf, a yo-yo and a ball,
A cap gun and a puzzle he wished to buy them all.

But with one shiny nickel he knew he'd get just one,
So Henry made his mind up as you or I'd have done

And bought the thing he thought was best,
One thing he liked more than the rest.

I don't remember what it was, I really must confess.
But if you know what you'd have done, perhaps you just might guess.

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*Louis Bruno. Economic Education, Washington Schools. Prepared in cooperation with Northwest Council for economic education under the supervision of the Office of the State Superintendent of Public Instruction. (Olympia, Washington: July, 1966), p. 10.